|  |  |  |  |
| --- | --- | --- | --- |
| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT analyze the effects of the Progressive Era. | 5.2.1.a Analyze the impact of the muckrakers of the Progressive Movement on child labor reform, workplace conditions and government reforms. **(muckrakers, child labor reform, John Dewey, Jacob Riis)**  5.2.1.f Evaluate how the Progressive movement impacted women and immigrants. **(18th amendment, socialism, minimum wage – maximum hours legislation, 19th amendment)**  5.2.1.g Analyze African-American responses to inequality, such as the Niagara Movement, the establishment of the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Universal Negro Improvement Association. **(NAACP, Urban League, Universal Negro Improvement Association)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will start their essay on whether they think Obama is more similar to Dubois or Washington. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | What are some problems with city life? | |
| **LESSON CYCLE: GO** | **OPENING. (15 min.)** | |
| What are some problems with city life?  I am returning quizzes. If you are unhappy with your grade think about whether you not you studied as much as you should have. | |
| **INTRODUCTION OF NEW MATERIAL. (45 min.)** | |
| Students will follow along with the powerpoint. They will respond to the pictures and analyze what problems they see in the pictures. They will then take notes about the progressive reforms. | |
|  | |
| **GUIDED PRACTICE. (15 min.)** | |
| Students will read a poem about W.E.B. Dubois and Booker T. Washington. They will discuss the similarities and differences between the two. The students will then read a short excerpt from Barack Obama and decide if he is more similar to Dubois or Washignton. | |
| **INDEPENDENT PRACTICE. (15 min.)** | |
| * Students will start their essay on whether they think Obama is more similar to Dubois or Washington. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK: finish your essay for tomorrow.** | |
| **REINFORCEMENT** |  | | |